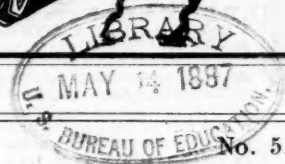


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VOL. XX.

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Universal Education--The Safety of a Republic.

VOL. XX.

ST. LOUIS, MO., MAY 9, 1887.

No. 5.

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A GOOD MEETING.

Prof. H. K. Warren, of Hannibal, is out betimes with his statement and invitation to the teachers of Missouri to attend the twenty-sixth annual meeting of the State Teachers' Association, which will be held at Sweet Springs, (Brownsville,) Mo., June 21st, 22d, and 23d. He says leading teachers of our own and other States will address the assembly upon live educational topics. In addition to the general programme there will be special programmes for teachers in Colleges, Normal, High, Grammar, Intermediate, Primary and District Schools in which only subjects bearing directly on the work of each will be considered. Every teacher will find something helpful to him. Every evening will be devoted to a lecture by a distinguished clergyman, or teacher. Col. Francis W. Parker, of Cook Co., Ill., Normal School will be present and deliver a lecture. Reduced rates are expected upon all railroads, also at the hotels of the Springs. All teachers and friends of education are earnestly invited to attend. Further information can be obtained by addressing H. K. WARREN, Pres. State Teachers' Ass'n, Hannibal, Mo.

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You have placed open the doors of your souls for the admission of knowledge, and culture, and discipline, and gentleness. These guests of your soul have garnished it, and added beauty is shining from your eyes and beaming from your features. Let the doors stand open.

THE people have decreed that nothing is too good for the boy whose vote may elect a president for sixty millions of people, or for the girl who may be the mother of that president.

WHY exclude the Word of God from the public school? Surely the few who refuse to acknowledge it should not rob the many of a source of so much wise instruction! An agent which transforms character is a fit accompaniment of public education. Let the Bible be read.

"KNOWLEDGE is power." It increases by use, and blesses society just as exercise conditions health. Let us have more knowledge and less fancy.

THE price of labor is increasing; the income from capital is diminishing. A day's labor was formerly worth a bushel of wheat. Many mechanics now earn a barrel of flour in a day. Labor-saving machinery makes the education of the masses possible, yea, an imperative necessity.

OUR surplus should be used for intellectual and moral ends. 'Tis men, high toned and devoted men, that make a State and a nation great.

WHAT I am is to what I may be, as my possibilities are to the means of realizing them. And the community at large will be elevated, just in proportion as the means of education are perfected and the masses are induced to use them. Improve the schools!

THE schools are for the people and none but incorruptible Americans should have aught to do with them. Let not those who are not in sympathy with free institutions touch this holy ark of liberty. For to God was never friend to man.

THE man should be greater than the teacher. When school officers aim at making teachers subservient, do they not undermine manhood and debase the character? If you would have teachers inspire your children with noble purposes, see to it that they be not treated as slaves without rights. Like begets like.



VICTOR HUGO.

"And then my soul shall wait on thee, to heaven,
As it on earth, hath been thy servant still."—Shak.

WHAT IS REQUIRED.

Victor Hugo said what humanity requires is, "to be fed with light." One of old said "Man shall not live by bread alone." Victor Hugo saw, with clear, prophetic vision "that it is ignorance which oppresses men, that it is not power, it is not capital—ignorance oppresses men."

This is the fact to-day, and has been in all history.

Victor Hugo saw this so clearly, and its awful results so plainly, that he would have had compulsory school-laws enacted to save the people from its blight and helplessness. Ignorance is infancy and weakness prolonged.

Our teachers liberate; our teachers give strength; our teachers bring safety; our teachers open the book.

The darkness of ignorance has brooded over the land—what has it not cost, in life, in estrangement and bitterness; in health, and last, but not least—in treasure? Ignorance costs. We need not wait for Victor Hugo, or any other prophet, to state this. We know this fact by an experience as frightful as it is ghastly. Victor Hugo pays the teaching fraternity the compliment of changing all this. He says:

"A change is at hand. Compulsory education is a recruitment of souls for the light. Henceforth all human advancement will be accomplished by swelling the legions of those who read.

The diameter of the moral and ideal good corresponds always to the calibre of men's minds. In proportion to the worth of the brain is the worth of the heart. The book is the tool of this transformation.

What humanity requires, is to be fed with light; such nourishment is found in reading. Thence the importance of the school everywhere adequate to civilization. The human race is at last on the point of spreading the book wide open.

The immense human Bible composed of all the prophets, of all the poets, of all the philosophers, is about to shine and blaze under the focus of that enormous luminous lens,—compulsory education. Humanity reading is humanity knowing. What nonsense, then, it is to cry, "Poetry is passing away!" We

might say, on the contrary, poetry is coming. For who says poetry, says philosophy and light. Now the reign of the book is beginning; the school is its purveyor. Exalt the reader, you exalt the book. Not, certainly, in intrinsic value,—this remains what it was; but in efficient power: it influences where it had no influence; men's souls become its subjects to good ends. It was only beautiful; it becomes useful.

Who would venture to deny this? The circle of readers enlarging, the circle of books read will increase. Now, the desire to read being a train of powder, once lighted it will not stop: and this combined with the simplification of hand-labor by machinery, and with the increased leisure of man, the body less fatigued, leaving the mind freer, vast appetites for thought will spring up in all brains; the insatiable thirst for knowledge and meditation will become more and more the human pre-occupation; low places will be deserted for high places—an ascent natural to every growing intelligence; people will quit "Faublas" to read "The Oresteia;" there they will taste the noble, and, once tasting it, they will never be satiated; men will make the beautiful their food, because the refinement of minds augments in proportion to their force; and a day will come when, the fulness of civilization making itself manifest, those mountain-tops, Lucretius, Dante, Shakespeare, for ages almost deserted, and visited only by the select few, will be crowded with intelligences seeking their food from the heights."

A CARD.

We tender our thanks to those State and county school officers who have so promptly and generously responded to our request for late Reports, to replace those destroyed by the disastrous fire which visited us.

We had full sets of the State and county reports carefully preserved, covering a period of twenty years, and scarcely a week passed that we did not have occasion to consult them, more or less. We trust that we shall be able to render a full equivalent for all courtesies shown us in this request. We shall be glad to have reports and catalogues from all public and private schools, to whom notice of this loss may come. Respectfully,

J. B. MERWIN,

Managing Editor AMERICAN JOURNAL OF EDUCATION, 1104 Pine street, St. Louis, Mo.

BEWARE of the man who plans and votes, to keep the people in ignorance. A greater enemy to the interests of the country cannot be found. Send the school-master abroad. Build up the laboring classes—the people who do the nation's work demand our attention. Educated labor will make this State and country blossom like the rose. Stand by the school system. Stand for a proper and practical education of the toiling millions.

ONLY by doing can we get the increments of power which will enable us to be something more than an animal or vegetable. Put to the test, what can you do?

PRESERVE THEM.

"I cannot but remember such things were, That were most precious to me."—Shak.

A writer in one of the daily papers says:

"What a pity it is that there is no way of remembering or preserving the bright things, the strong, helpful things that one reads in the paper and forgets, until some one gives them to the world again."

The point is not exactly well taken, for we send, post-paid, and registered by mail, a beautifully embossed large scrap book, in which the good things, the strong things and the helpful things one finds in the papers may be preserved permanently—so that one may acquire just such a volume of "gems" for ready use as their taste, culture, or fancy dictates, and have these "gems" always at hand, to use as occasion requires. When you have at hand such a book it will be found to be of inestimable value to you.

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THE BOOKS OPEN.

Who opened them? Who made them, with their vast treasures and inspirations accessible? Our teachers have done this work. Our teachers have put the keys into the hands of the children, with which they unlock these vast storehouses of power, and beauty, and regeneration. What a sublime advance has been made by virtue of this modest but effective and patient work during the last quarter of a century. Victor Hugo states it as follows:

"Imagine the incalculable sum of intellectual development implied in this single expression; 'Every one can read.' The multiplication of readers is the multiplication of loaves. On the day when Christ created that symbol, he caught a glimpse of printing. His miracle is this marvel. Here is a book: with it I will feed five thousand souls, a hundred thousand souls, a million souls—all humanity. In the action of Christ bringing forth the loaves, there is Gutenberg bringing forth books.

One sower heralds the other. What has the human race been since the beginning of time? A reader.

For a long time he has spelled; he spells yet: soon he will read. This child, six thousand years old, has been at school from the first. Where? In Nature. At the beginning, having no other book, he spelled the universe.

He has had his primary instruction from the clouds, from the firmament, from meteors, flowers, animals, forests, seasons, phenomena. The Ionian fisherman studies the wave; the Chaldean shepherd spells the star.

Then came the first books,—a sublime advance. The book is vaster yet than that grand scene, the world; for to the fact it adds the idea.

If anything is greater than God seen in the sun, it is God seen in Homer.

The universe without the book, is science becoming rudely outlined; the universe with the book, is the ideal making its appearance. Thence an immediate modification in human affairs;

where there had been only force, power is revealed. The application of the ideal to actual facts produces civilization.

Poetry written and sung begins its work,—a gloriously effective deduction from the poetry only seen. It is starting to perceive that where science was dreaming, poetry acts. With a touch of the lyre, the thinker dispels ferocity."

THE IDEAS OF TEACHING.

Nothing would surprise me more, if I were not getting accustomed to it, than the generally hazy ideas which so many people have as to teaching. To show this, I give below, word for word, a copy of a letter which I received a few days ago from the West; I suppress date and name, of course, but the letter shows so well the point which I wish to illustrate, that I give it entire:

"MADAM: I am looking for a position as teacher of something, somewhere, in New York City. I am at present connected with Mrs. —'s school in this city, and in talking over my plans with her the other day, she spoke of your school, saying she considered it the first school in New York for young girls, and suggesting that I write you in reference to a position.

"I studied at Harvard Annex, and hold a certificate from there. I think I am very fairly fitted to teach all preparatory studies, and some collegiate. If it is not asking too much I shall be very grateful if you will consider me as an applicant for a position in your school.

"Very sincerely,

X."

The letter, as one would suppose, brought no stamp for answer, and I was inclined to drop it into the waste basket at once, as I usually do, in such cases, for the lack of the stamp suggested to me a corresponding lack in business habits, and a teacher without business habits is "a thing of naught." But in a moment of good nature I reflected that the applicant was probably very young and inexperienced, and I did write to her, telling her that if she wanted to apply for a "position" anywhere, she would do well to give more definite information about herself, and suggested some twenty questions, the answers to which I should wish to have, before I could even consider any one. As I have not heard from her since I presume that she was offended at my frankness.

Looking at the letter, for one moment, there are some points, the indefiniteness of which is not at first sight apparent. The first sentence is absolute funny in its statement. It reminds one of the man who is reputed to have gone to the ticket office at the depot, in this city, laying down a five hundred dollar bill. When asked by the ticket agent where he wanted to go, he replied: "Anywhere; as far from New York as this will carry me." The only point clear in this teacher's mind seems to be that she wants to come to New York.

Then as to the Harvard Annex. To have studied there tells me nothing, for, as is well known, that simply means that one has taken really private les-

sons of some man in something. Was it Greek? was it Geometry? or was it English Grammar or Botany? We do not know. And then what are we to understand by "preparatory studies," which the applicant thinks she is "fairly fitted" to teach? If she is "fairly fitted" to teach Reading, for instance, she is not much of a teacher. And what are the "Collegiate studies" that she can teach?

It seems to me we need a sort of Civil Service Reform in school teaching. It seems to me too, often, that a young woman desires to teach simply because she wants to get away from home, or because she wants to live in a certain city. The schools often come to be used as a mere convenience. When I was teaching in the St. Louis Normal School, I remember one young woman who presented herself for examination; finding out that she had a husband living I questioned her a little, and she said that her husband would not give her money enough to buy a piano, so she thought that she would go through the Normal School, and then teach till she had the requisite funds for the piano. I think I told her that the Public Schools of St. Louis had not been established for the purpose of enabling people to buy pianos. To how many girls, I found out afterwards, did the desire to teach, mean only the desire for a gold watch and chain, bracelets and ear-rings!

It should be clearly understood that the teacher is the servant of the school. The Public Schools of the land are a mighty agency for the good of the land. They are the tools of the nation for fashioning its citizens, and the teachers who work in them should work in them with a consciousness of this fact. They are there for the sake of the schools. But too many of them seem to think that the schools are there for their sakes, that they may be supported and may buy new ornaments.

As the President has well said, it is for the people to support the government—not for the government to support the people. So with the schools. The teachers are to adorn and to be useful to the schools—and the schools do not exist for the purpose of adorning the teachers, or of seeking their private and personal ends.

It would seem to be one of the ends of Normal Schools to impress this fact upon the minds and hearts of their pupils, so that every graduate should go to her work with an abiding sense of the meaning of her service, and that it is service to which she is going; that she is really a servant employed by the nation to do, and to do humbly and worthily its work for its sake, and not for her own. ANNIE C. BRACKETT.

THANKS duly felt and kindly expressed cost little and are of great worth.

SIMPLICITY and purity are the two wings by which a man is lifted above all earthly things.

THE query was, "What must I do to be saved?" There is no salvation of body, or soul, or country, or school unless we do something.

HOME MAKING.

Mrs. Mary A. Livermore has this to say of the power of woman to make a home:

"In sixteen States of the Union to-day, women outnumber men, and consequently a great host must live outside of marriage. This does not, however, interfere with the home-making, for which women have so marked a function. In both America and England, there has been a great increase of homes made by unmarried and widowed women during the last few years.

"They throng upon my mental vision, these noble, unmated women, these unwedded home-builders.

"If they have had sorrows they have not published them. If they have suffered disappointments they have silently borne them. If they have met temptations, they have bravely conquered them. And they have demonstrated to the world the truth which it is reluctant to admit,—that 'a woman, all by herself, and without any man to help her, can, if she likes, transform a house into a home.'"

A CHALLENGE.

Sooner or later every institution has to answer the challenge: "Are you a help or hindrance?" And to this challenge the answer must be simple and positive. The answer is:

First—Education promotes industry and lessens idleness.

Second—Education makes labor more skillful and more productive.

Third—Education improves the condition of the laborers.

Therefore, the higher the education of the people the better is their condition, intellectually, industrially and morally.

The third objection involves the utility of the high school and the right to establish it.

The necessity for the common school education is admitted by those who oppose the higher education of the people.

The offering of a higher gratuitous instruction to the youth of the country than was afforded in the common school to fit them for commercial and industrial pursuits and the graver duties of life, is the growth of the present century. Fifty years ago there was not one city high school west of the Allegheny mountains, and but few on the eastern side. Now you find them in all important and prosperous cities. The progress and development of the municipal system of education was slow at first and did not meet with liberal encouragement. But when its utility was established, it spread rapidly, and is now recognized as an essential part of the public school system in every city in the United States.

As soon as men wish to act together they need leaders. Can you lead?

THE effect of knowledge, let us understand, is not theory but application.

THE object of all study—of every research is to avoid friction, to diminish pain, to augment comfort, to ameliorate the condition of man to lift him up and inspire him with the noblest and widest views of life and of duty.

LOCKED UP.

What must be the status of a man, as a citizen, who sells liquor for gain, to a case like the following, or to make such a case as the following:

Freedom from restraint is a bad thing for a man who drinks to excess. I have been in the Washingtonian Home, at Chicago, for three months at a time, and came out feeling well, with my head clear and a strong determination not to taste liquor again. One curious thing, which I cannot explain to my own satisfaction, is that while in the Home, after the first week, I seemed to have no desire for intoxicants at all, but the very next morning, after I was at liberty, though I had not been near a saloon, nor been in any way brought into contact with liquor, yet the old feeling of "goneness" in the stomach, and an intense desire for something to "brace up" on returned with almost irresistible force. I wish I could account for it, for in every other respect I felt just as well as when confined in the institution. I have tried drinking coffee, have taken various specifics, and kept tobacco, gum and different kinds of roots and herbs in my mouth, but in vain. I cannot conquer the intense desire for liquor which has blasted my life and made my once happy home a scene of wretchedness and misery. My only safety seems in being locked up. When I once taste whisky or beer then nothing can keep me from getting drunk, and sooner than go without a drink I would part with the clothes on my back. The feeling of weakness of which I spoke is regular and persistent, coming on every morning about 10 o'clock, and if I am at work or on the street, it seems as though I would faint if I did not get the stimulant. But this feeling does not exist when I know that I cannot get out to obtain it. I believe the desire is more a mental than a physical disease.

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THE greatest genius is he who consumes the most knowledge and converts it into mind.

"Well read in poetry and other books, good ones, I warrant ye.—Shak.

As we can do this now-a-days easily, let us abide with the strong poets among those exalted and older spirits from whose chants celestial one rises chastened and purified—those whose heaven-descended genius, become the parents of heaven ascending thought, and so get a better appreciation of our own state and value.

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THE State Teachers' Association of Arkansas, meets at Lonoke on the 21st day of June, 1887, and continues four days.

THE important feature of the programme of the coming State Teachers' Association in Arkansas, will be the discussion of "National Aid to Public Schools." Hon. Frank J. Wise, of Pine Bluff, will affirm the power and the policy of the government to grant the aid, and Prof. R. H. Parham, Jr., will oppose. Mr. Wise is a lawyer, and Mr. Parham is a teacher in the Public Schools of Little Rock.

THE *New Princeton Review* says that the Blair bill is a "dead issue." It will find before the next vernal equinox that it is the liveliest question of the day—far more important to this country than silver coinage, tariff, or coast defenses. It is the protection of ourselves against ourselves.

THE most successful teachers of geography are those who mix most of historic, commercial or scientific incidents with their instructions. The places are peopled with facts, or made picturesque with the description.

THE use of maps is, like the use of the dictionary, a life long need of every intelligent student in the school and in the home.

INFLUENCE.

DO YOU REALIZE IT?

When the ashes of the burned body of Wickliff were cast into a narrow, English stream, and thence borne into a wide river, and onward to the sea and to the ends of the earth, the poet seizes the incident to picture the permanence of influence:

The Avon to the Severn flows,
The Severn to the sea;
So scattered where'er water goes,
Shall Wickliff's ashes be.

A minute portion of gas may impregnate a vast volume of air, and so there is a potential, diffusive and imminent vitality exerted by strong souls when least they intend it. A wayside word, a glance, a gesture or a smile may be the seed that shall impregnate a human life with virtuous or with vicious influence which will, in turn, reproduce its kind in other lives forever more onward to the end of time. How shall we guard so potent a factor? Not so much by a vigil of the lips, a ceaseless and conscious watch

over hand and eye and voice, as by the culture of the heart itself in all righteous and healthful affections, out of which the unpremeditated words and unconscious revelations of character come: "Whatsoever things are true and lovely, THINK on these things," and the face will grow beautiful, and the tongue become an unconscious agent in doing good so long as life shall last.

HISTORY is events. Geography is place. Events without place are merely stories. Place without events is simply emptiness. Events imply places, but place alone means nothing.

History includes geography, and when well and properly taught, gives the best and most lasting knowledge to the latter study. Geography, pursued by itself, is one of the most sterile of studies. It affords little mental exercise save to the memory, and upon that it takes no lasting hold. Any one will be convinced of this who will attempt to recall the geography lessons learned in childhood, or even five years ago.

Art is comparative. Poverty can find enjoyment in the simplest, ignorance in the crudest, the savage in the most unrefined, even as the cultivated in the most chaste and elaborate. The pottery of the mound builders was much to them as the Greek slave to us or the Venus de Medici to ancient Greece. But Art, in some shape all nations will have, and the higher and better its production, the more the lifting to the ultimatum of civilization and the appreciation of the infinite.

The supreme wisdom that formed the world, fixed the stars and made laws for even the wandering comets, gave to every man something to do—a part to play, and looks to him for the proper use of his talents. To that end, there is wisdom in the advice of Chesterfield: "Prepare yourself as the athlete used to do for their exertions; oil your mind and your manners to give them the necessary suppleness and flexibility; strength alone will never do."

"I am pleased that Herr Krause gives such a good account of your drawing. It is a grief to me every moment that I can't draw. I am like a dumb man who has thoughts but can't express them. Therefore, dear children, learn to draw well." etc.—[Herder to his children writing from Rome.]

THEY who do not give 'till they die show that would not then, if they could keep it longer.

THERE is little pleasure in the world that is true and sincere, besides the pleasure of doing our duty and doing good.

GREAT preparations are being made for a profitable term at the State Associations.

Part of a great host are we and we ought to know and to help each other. Let us get acquainted.

BETTER look over that notice of schools desks, maps, globes and charts at "your own price," on page 14. They are going off fast.

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Hon. Jno. M. McKleroy, ex-State Supt. Ed. Alabama.
Hon. Jos. Hodgson, ex-State Supt. Ed. Alabama.
Hon. Gustavus J. Orr, State School Commissioner of Georgia.

19-7-6t

Mention this Journal.

SUMMER SCHOOL CAMPBELL UNIVERSITY,

Holton, Jackson County, Kansas.

June 7.

Eight Weeks, \$8.00.

Board \$2.00 to \$3.00.

TO ALL TEACHERS, GREETING: The Summer School is an established institution in the East. Do we of the West not need it? And can we not afford now to avail ourselves of the privileges and opportunities there offered?

We offer this summer the first Summer School ever held west of the Mississippi. It will be the **only public school teachers' Summer School** held in the West this summer. It will be the longest Summer School held in the United States. It will be the most profitable Summer School to teachers, because we will have about *fifty regular classes besides those of our special instructors*. It will be the cheapest Summer School to attend. **Eight Dollars** pays for everything in the academic or professional departments, except Elocution.

Ten Regular Instructors! Seven Special Instructors! Ten Special Lectures! Six Sabbath Sermons!

SPECIAL INSTRUCTORS—Prof. Henry Ludlam, Philadelphia, Elocution; Prof. Chas. C. Swafford, St. Louis Manual Training School, Manual Training; Supt. W. N. Hailmann, La Porte, Ind., Kindergarten Department; Dr. A. D. Mayo, Boston, Pedagogy; Prof. S. Calvin, Iowa City, Ia., Temperance Physiology; Supt. L. C. Greenlee, Falls City, Neb., Graded School Section; Dr. Emily E. Spencer, Calisthenics and Physical Culture for Ladies.

The Rock Island Road comes direct from St. Joseph to Holton.

Send for prospectus and programme of the Summer. Boarding places engaged when desired. Address,

Pres. J. H. MILLER.

KANSAS.

"Our duty this way lies, for God's sake, come."—*Shak.*

The following letter from the wife of Governor Martin, of Kansas, is the beginning of the end of the "good time coming":

"ATCHISON, Kan., March 19, '87.

"At your request I write to inform you that I am a regular qualified voter, having registered this morning. I have done it from a sense of duty, and hope I shall have no reason to regret it. About fifteen had registered before me, this morning.

"I suppose according to the *Patriot*, I have fallen from the rank of "ladies" into those of "women," but I am satisfied to be classed as a *true woman*.

"Yours truly,

"IDA CHALLISS MARTIN."

"In thy face I see the map of honor, truth and loyalty."—*Shak.*

Loyalty to our best convictions—faith in so-called "abstractions," which carry with them a lofty, ideal rectitude of behavior—these are the important duties for the press to inculcate in these days. It does not require much space or long homilies to set forth the beauty and power of such action.

"Which, since succeeding ages re-edified."—*Shak.*

Life is not long enough for all knowledge, but is long enough for us to learn that there is something better than riches or fame, long enough to learn and to know, that strength comes from that spirit which seeks to serve others, and to pour some benefit into the present, and so into succeeding ages.

Do the teachers the justice, and school officers the credit—and give the children the advantage of the fact of an early re-engagement. An advance of the wages, ten or twenty dollars a month will never be felt by our tax-payers, but it will be greatly appreciated by the teachers.

A BEAUTIFUL PICTURE.

Josephine walked along the sea-walls and came to the willows and dike, and looked into Richard Cable's garden. Thence she heard children's voices. She went to the bridge, crossed the water and entered the garden. She saw a ladder set against the side of the house, a short ladder, for the house was but one story high, and Richard Cable was above the ladder on the roof pruning the pine. As he chopped off a young shoot with leaves and tendrils he stooped with it to his little Mary, who sat just below her father's foot on a lower bar; and she stooped and handed the cluster of leaves to Effie, who sat a stage lower; Effie handed it to her twin sister, and Jane to Martha and she to Lettice, and she to Susie, and at the bottom sat Mrs. Cable with the baby, and insisted on the tiny hands receiving the cool, beautiful leaves from the little sister. The pretty children were thus on steps of the ladder one above the other, with the evening sun on their golden heads and white aprons and their smiling faces and dancing blue eyes.

Presently Cable called for some string and the baby was made to hold it to Susie who received and raised her arms over her head, when Lettice bowed and took the string and passed it in like manner above her head to Martha, who in similar style delivered the string to Jane, and so to Effie, and Effie to Mary, and Mary to her father. Josephine stood where she had crossed, looking at the picture of peaceful happiness. Soon she drew back thinking she was unobserved and sat thinking and contrasting her life with that of these children. She was startled to hear a step behind her. She looked round, Richard Cable was there. "As you did not come to us, I have come to you." "O, Mr. Cable! I did not like to interrupt you whilst you were pruning your vine."

"I was giving my pets a lesson he said." "A lesson! Of what sort?" A

double lesson—to take their several seats and sit there content; and to form a part of the great chain of life, each assisting and assisted by the other." "What! Delivering a moral lecture to the infants!"

"No," he answered, "I said nothing to them; they take in these ideas naturally. Did you see how they were all of them, dear mites! on the ladder, and me at top, passing things up and down. It is not necessary for one to give a lecture on it. They would not understand it now if I did; but afterwards, when each takes her place in the social scale, she'll may be remember how she sat on the ladder, and will pass good things down to those below, and will also hand up what is due to those above. It is a picture of life, miss."

"You are a moralist, Mr. Cable." "I don't know that but I have time to think."

In Autumn when the grapes are ripe, I shall be on the trellis again and all the children on the ladder. Then I shall pass down the bunches and they will go down untasted, I need not give a word of teaching about it, they learn of themselves that the strong and older, and those high up, must stoop to help the weak and the young and the lowly.

We need longer school terms to give the children a little better chance to get a start in life.

Better run the schools nine months in the year.

The tax-payers never will feel it when the amount is scattered over all the taxable property of the district.

THE teachers will do more work, and better work, too—if you increase their wages a few dollars per month, and contract with them promptly at the end of the term.

The tax-payers will never feel it, when the amount is scattered over all the taxable property of the district.

RE-ENGAGE the teachers promptly.

OUR AIDS

To School Discipline.

Interest Pupils and Parents alike—prevent tardiness, and in fact,

Discipline the School.

Address, J. B. MERWIN,
SCHOOL SUPPLY CO.,

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ALL FOR ONE DOLLAR.

This, however, marvelous as it may appear, is but the *actual cost*, and which is reduced to such a minimum through the increased facilities of printing, the reduction in the cost of paper stock, and the magnitude of the issues, both of the History and of the two papers.

It will therefore be readily seen that there is no profit in this offer as far as circulation is concerned, either to the "World" "The Little Giant" or the "History," which we are not seeking. We want circulation, however, and by this means will secure it to a large extent, and thereby render our space valuable to our advertisers.

Sample copies of "The Little Giant" mailed free on receipt of two-cent stamp. On trial three months (13 numbers) for 15 cents.

HOW TO REMIT.

So small is the amount to be remitted for the above that it is scarcely advisable to pay for registration or for a money order; in fact so perfect and safe has the postal system become that there is little risk in sending small amounts in ordinary letters, if plainly addressed.

A postal note for any amount less than five dollars can be procured from any post-master for 3 cents, but even that amount can be saved in remitting to us, as we accept payment in 2-cent stamps for any amount less than \$5.00. A one or two dollar bill can also be enclosed with little risk of its going astray if the letter is properly addressed.

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The Little Giant Publishing Co.,

No. 11 North Seventh Street,

ST. LOUIS, MO.

TEXAS

EDITION

American Journal of Education.

\$1.00 per year in advance.

W. S. SUTTON, Houston, Tex... } Editors.
J. B. MERWIN..... }

THE Legislature has adjourned. An admirable school bill which Supt. Cooper hoped would become a law, as finally passed, provides for county superintendents in a portion of the State. The imperative duty of the teachers in the counties thus favored is to prove by actual demonstration the great need of intelligent careful supervision throughout the entire domain of Texas.

EVERY teacher in Texas should be at the Dallas meeting. President Bickler already has things in a shape for a pedagogical feast. A partial programme has already been issued.

TEXAS teachers believe that education consists in the training and development of the entire man. How, then, can they, when moved by this faith, do less than train all to the fullest extent?

THE Bryan schools, under the supervision of that veteran educator, Maj. W. A. Banks, are in a flourishing condition.

MORE institutes have been held this year than during any other in our history. They are genuine institutes too, where honest inquiring teachers come together to discuss principles and methods, where they seek for light and find it. From all quarters of the state comes the good news that the teachers are taking great interest in their profession, and, hence, are becoming professional men and women.

THE teachers of Houston have recently added thirty volumes of educational literature to their school library.

As a child is a young man physically, so is he of tender years mentally. His mind, though, is no less mind because it's weak, just as his muscular fibre is no less muscle because he is not a Sampson in strength. From this truth we may properly draw another, that the true teacher trains the whole mind, and not one or two faculties to the exclusion of others.

SENATOR S. B. MAXEY wisely decides to sustain the movement to prohibit the liquor traffic. He says: As citizens let every man exercise his best judgment and vote accordingly. I propose to exercise my right as a citizen, and whilst I do not have the confidence which some have in the efficiency of the measure to the full extent claimed for it, I will, in the interest of good morals, peace and prosperity, resolve the doubt in favor of that side which seeks the greatest good to the greatest number, and vote for the amendment.

THE Blair bill is not the most popular measure imaginable in Texas, but Alex. Hogg, of Fort Worth, doubtless derives blessed comfort from oft repeating the noble words from Cicero (to translate freely): "I have always been of such a

disposition, as to regard unpopularity born of a righteous vindication of the truth, not unpopularity, but glory."

ALL men may be divided into three classes.—

1. Those who embrace with gladness new ideas just because they are new.

2. Those who cling tenaciously to old doctrines just because they are old.

3. Those who love and accept truth wherever found, just because it is truth.

Which one of these classes has the smallest membership and to which one do you belong? To which class should teachers belong?

A STEP FORWARD.

Texas takes a step forward and upward in school matters, which we are glad to publish.

THE following letter addressed to the county judge in regard to the new educational bill, in Texas, has been sent out by Hon. O. H. Cooper, State Superintendent Public Instruction, Austin, Texas:

"SIR—The school bill passed by the Twentieth Legislature was adopted under suspension of the rules with the emergency clause, has been approved by the governor and is now in force.

"I direct your attention to the following provisions:

First—Trustees must be elected or appointed, on or before the first Saturday in June, and will enter upon their duties on the first day of July.

Second—The requirements for first and second grade certificates have been changed. Applicants for second grade certificates must be examined in all the subjects prescribed for that grade by the act of 1884, and in the additional subjects of history of Texas, and the theory and practice of teaching. Applicants for first grade certificates must be examined in the branches prescribed in the same act, and in the additional subject of physiology. The entire examination must be conducted in writing. You are hereby instructed not to renew any outstanding certificates, as all the public school teachers holding certificates from county boards of examiners in this State must be re-examined to conform to the conditions of the new law. You are required to convene the board of examiners at stated times, at least once a month. This board is required to report under oath, and at least two of the board must be present throughout the examination to validate a teacher's certificate. I recommend that you appoint the last Friday and Saturday in each month as the regular examination days. Teachers' certificates are valid only in the county in which they are issued, and all certificates which have been issued heretofore by county boards of examiners expire with the current scholastic year or earlier. This provision does not cancel contracts made and approved between trustees and teachers holding certificates issued in other counties, but it prohibits the formation of such contracts hereafter.

Third—The office of COUNTY SUPERINTENDENT of public instruction has been created by the Legislature. The

commissioners court of your county may, at any meeting, enter an order for the election of a superintendent of public instruction at the next general election. When this order has been entered, it is the duty of the commissioners court to appoint a county superintendent of public instruction, who will hold the office until his successor shall have been elected and qualified.

"The new edition of the school law is now in the hands of the printers, and will be mailed to you as soon as possible."

"HOW AUNT DORIS HELPED."

BY ROSE, OF TANGLEWOOD.

CHAPTER IV.

"I know most sure
My aid is not past power, nor you past cure."
—Shak.

"Did you ever have any stubborn children, aunt Doris? and can you give me a never-failing recipe for curing the same? I had a case to-day. Sue May failed in her history lesson, and, when to impress the answer on her memory, I bade her repeat it, she said she 'could n't say it,' and I spent half an hour convincing her she could, and should do as I wished."

"Perhaps had you gone quietly on with the lesson, asking at the close, 'How many of those who missed can remember the answer?' Sue May might have been the first to respond. Forgetting the sulks in her eagerness to be prompt. My children had many faults, but stubbornness was not one of them. John Eben says, 'When you discover in a child the mulish tendency to stand fast in his tracks, when the burden is greatest, or the hill hard to climb, proceed very cautiously. Seek to lead, rather than drive; don't load too heavy, and, as the Irishman said, *flatter the beast a little*.' Curl up in my big easy chair, Edith, while I read you a true incident bearing on this subject.

"I want to sit right here on this hassock, at your feet, please; I am so tired of it all, auntie, so tired and discouraged, too. Now I am ready to listen and be benefited."

"Occasionally a spirit of self-will gets possession of our best pupils. Miss Rae's class had just finished a reproduction exercise, their slates were before them on the desks awaiting the reading lesson. A mischievous girl drew her wet sponge over her seat-mate's neatly written work, and when called upon to recite Grace did not answer until twice spoken to, and then said, 'I have n't it, Miss Rae.'"

Her teacher expressing surprise that one usually so prompt had failed, Grace explained, 'I had it all on my slate and Maud rubbed it out.' Maud was punished for her thoughtlessness, and Grace given one paragraph to rewrite on the board. What was Miss Rae's astonishment as five, ten minutes passed away to see Grace still in her seat a fixed, immovable statue of stubbornness. The recitation ended, paper and pencils were placed on the desks for the evening drawing lesson. As Miss Rae stooped to examine Grace's design she reminded her of an unfinished duty that must be done before either of them

could leave the room. The bell struck for dismissal. "Grace may remain and write the paragraph."

Miss Rae stood beside her pupil. Gently laying her hand on the bowed head she spoke of the pain both were suffering, all because a little girl had not the bravery to say, "I will do right; I will be obedient, even if Maud were unfair." The white face had a flush of color now, the lines around the mouth softened, lower drooped the bended head and a torrent of tears told that the iciness, in which the child seemed bound, was broken.

A neat paragraph was soon written, and underneath Miss Rae added a postscript:

"He that ruleth his spirit is better than he who taketh a city."

"April 4th, 1884, Battle 'gainst Giant Self Will."

Grace Dayre, Conqueror."

One evening the conqueror stood at the desk, with face almost as pale as on the eve of that memorable battle, hesitating, scarce lifting her eyes to her teacher's face, she said "I am very sorry I gave you so much trouble, Thursday. I will never disobey you again, Miss Rae." And she kept her word.

COLONEL PARKER says: "My dear teacher, there is no salvation under heaven for you or pupils, unless you work for the immediate and everlasting good of each individual child."

Those teachers who made the highest good of the child their highest motive, who sought in history and by new investigation the best, courageously applied the same, those teachers alone stand out in the full light of history as the great leaders and benefactors of mankind.

AIDS TO SCHOOL DISCIPLINE.

Miss Mary Lee, Newport, Ark., writes as follows:

"I received and have used your 'Aids to School Discipline,' for some time. The parents and my pupils are delighted. I have never seen anything stimulate pupils so much. I would not on any account do without them again while I teach."

Mr. M. P. JONES, of Bolivar, Miss., says:

The *Weekly World* is one of our most welcome visitors, and of late it has been especially so on account of the new department added to the farmers' page, and devoted to the decoration of home. My wife says to please ask the editor if he won't give her some advice about window curtains—how to hang them—and whether lambrequins are still in fashion; in a word, give her some idea how to dress the parlor window. Thanking you in advance for granting the favor desired, very truly yours.

This is why our teachers can vastly increase the circulation, power and influence of the AMERICAN JOURNAL OF EDUCATION easily, as we send the New York *Weekly World*, a History of the United States, and this paper, all for \$1.50. Send remittances by money order or registered letter.

Address AMERICAN JOURNAL OF EDUCATION, 1104 Pine street, St. Louis, Mo.

FEDERAL AID.

"'Tis not enough to help the feeble up,
But to support him after."—*Shak.*

In regard to the help the more than six million illiterates need, for their education, and which the Blair Bill would give, United States Senator Voorhees, of Indiana, said:

"This measure has never been surpassed in the elevation and benevolence of its spirit nor in the magnitude and value of its immediate and ultimate purposes.

"I am told, Mr. President, that, with all the good purposes of this bill, it is not within the purview of this government.

"The policy of this government on this subject is as plain as a well beaten pathway.

"Do you answer that lands can be granted, but not money? Money is no more a thing of value than land. One is a commodity as the other is. I never did believe, and do not now, that a power was originally injected in the Constitution by which this Government could be destroyed. I firmly believe, too, that the power of self-preservation exists in this Government. The object of its creation was to live, not to die."



HON. A. H. GARLAND.

"You know the law,
Your exposition hath been most sound.
I charge you by the law,
Whereof you are a well-deserving pillar,
Proceed to judgment."—*Shak.*

The highest legal authority in the United States, members of the Supreme Court—petition for Federal aid—the highest legal personage in the United States, in his place, in the Senate, made a speech in favor of, and voted for Federal aid, fully realizing, as he did, the value and importance, and power of intelligence over ignorance in the State—and realizing also the necessity of longer school terms, and of better compensation for the teachers of the country—he foresaw the great good to the people of the distribution of seventy millions of dollars among them for school purposes. Hon. Augustus H. Garland is not only an eminent constitutional lawyer, but, as a member of the Cabinet of President Cleveland, his Democracy will not be questioned.

With such lights as these, and such examples, with over six millions of illiterates pleading, with the prayer of their darkness for liberty and light—certainly no wise, patriotic person will falter in their efforts to secure the appropriation of \$77,000,000 for educational purposes. Education by the State is both

A RIGHT AND A DUTY.

The duty as well as the right of the State in relation to the fact of education is clear and undisputed. The objection involves only its extent. There is no limitation in the organic law upon the power conferred. It proceeds upon the principle that "a republican government needs the whole power of education," inasmuch as the national destiny is involved in the intelligence and virtue of its people.

If the State has the right to educate at all, it has the right to give instruction in any branch of knowledge that will promote the public welfare. The right to teach the elementary branches, and the right to teach the higher branches are derived from the same authority. The only restrictions are, the necessity of instruction and the ability of the State to impart it. Our State provides for all to be educated, because

ALL NEED EDUCATION,

but it may not be able to teach all persons, all knowledge, and, in that event, its duty is to teach the more important and useful. The State recognizes no educational line beyond which it cannot go. It provides for all, and assumes that all who enter its schools are to become men and women, and that their first and highest need is the development of their characters and the training of their intellectual faculties. It makes no class distinction—the high and the low—the rich and the poor are alike the objects of its care and solicitude. It claims no exclusive right to establish schools, but leaves the individual, the family, the church and every human agency free to organize and support schools, and aids and encourages them by giving them full protection.

Senator Call, of Florida, said:

"It does not matter or concern the object of this bill why it is that this grievous evil is upon this country; but the bill proposes to give aid to the States in conformity with the principles of this Government for the eradication of an admitted evil—an evil which unquestionably threatens the prosperity of this country and its future welfare, not alone in one, but in every point of view. The bill has been carefully considered, and we have determined, after full consideration by the committee, in conformity with the opinion of the educators throughout the country, that this would be a fair proposition.

"The chairman has bestowed great care and labor upon it, but it has come from the careful consideration of a large number of intelligent persons, who have voluntarily given, without compensation, their efforts and their time to the consideration of the question."

To tell a lie is like the cut of a saber; the wound may heal, but the scar will remain.

CONCENTRATION.

The men who rule the world are those who have or get the power of concentration. That is not to decry the power of word-painting. When you wish the people to see the truth you must not spare the coloring. Iteration and reiteration are the only ways of getting a ball through the steel-plated brains of bigots. Hit a spot once, they are mad; twice, they shiver and stagger; three times, they are terrified and say if he hits there again he'll be through, sure: four times, and you penetrate. But the ball must be concentrated and solid.

The power and influence of the newspaper has been of necessity to teach concentration. Nearly its whole make-up is itemized.

One murder, ten lines; a political speech of three hours, fourteen lines; the doings of Congress for a whole day, half a column; railroad affairs for the whole United States, itemized in two columns; editorials short and pithy and pungent. Everything must be so arranged that you can read at a glance.

This is the plan of the AMERICAN JOURNAL OF EDUCATION you see and it wins.

MORE MONEY.

California seems to be alive to the dangers of illiteracy.

The amount appropriated by the last Legislature for school purposes, is \$1,600,000, which is \$300,000 more than during any year previous, and for the fortieth year, \$1,800,000, or a half million dollars more.

These appropriations were made through the indefatigable exertions of Superintendent Hoitt, who impressed upon the Legislature the fact of the imperative necessity at this time of complying with the law, which provides \$7 for the education of each census child.

Superintendent Hoitt found in General John R. Brierly, a member of the Assembly from Los Angeles county, in Speaker Jordan, and in Senator Henry Vrooman willing and able co-adjutors in securing adequate and long-deferred appropriations.

Victor Hugo said: "The function of thinkers in our days is complex; it no longer suffices to think—one must love; it no longer suffices to think and to love—one must act. To think, to love and to act no longer suffice—one must suffer."

THE SCHOOL THE BEST.

Schlegel, the German philosopher, classifies the educational forces of society as follows:

The family, the school, the guild, the church, the state, and remarks the school neglects as few of its duties as any one of the other four.

There is not so much scolding in the school as in the average family; not so much jealousy and strife as in the guild; not so much pretense and sham as in the church; no such corrupting influences as in the political school of the state.

Of all the national institutions in our land the common school is the purest, and comes the nearest to filling its legitimate mission.

ESSENTIAL SUPPLIES.

The Iowa Normal Monthly the "official organ" of the State department of Iowa, in a late issue, suggests that the following article be read.

TO YOUR SCHOOL DIRECTORS.

Many school officers are bent on that kind of economy which proves disastrous to the best results of the teacher's efforts. To insure a profitable school the school house must be furnished with something more than desks and seats for the pupils, an old stove that smokes, and a dilapidated chair for the teacher.

In a school-room thus poorly equipped the teacher's efforts are crippled and her labor rendered less effective, and thereby less profitable to the community. It is an actual loss to the community in the education of the children, and from the standpoint of taxation, to have a room only poorly equipped with appliances. To hire a mechanic and place him in the shop with lumber, a work-bench, a hammer, a dull saw, and a duller plane and expect work to be done well and rapidly, with profit to the employer, is absurd, to say the least.

A parallel case is that of a teacher employed in a school-room furnished in the manner mentioned above—i. e., with only the rudest appliances.

By such parsimony the community is cheated out of that valuable and effective service which the teacher might otherwise render. The district with a well-furnished school-room can better afford to pay a teacher \$40 per month, than a district with a poorly furnished school-room can afford to pay \$30.

What constitutes the necessary furniture for an ordinary country school-room? The following list of essential supplies for the use of schools has been prepared by Supt. Boyes, of Dubuque county. The list is printed on slips, which he sends to all the teachers in the county. The teacher underlines the articles needed in his or her school and forwards the marked slip to the superintendent, who addresses it to the proper school officer in that district, recommending to the board that all arrangements be made for providing the needed articles. The list is as follows:

Teacher's Desk,	Recitation Seats,
Cubical Blocks,	Blackboard,
Register,	Dictionary,
Cyclopedia,	Clock,
Maps,	Crayons,
Erasers,	Pointers,
Stove,	Globe,
Shovel,	School Charts,
Teacher's Chair,	Thermometer,
Broom,	Hand Bell,
Dust Pan,	Call Bell,
Duster,	Hooks for Wraps,
Pail,	Window Curtains,
Dipper,	Numeral Frame,
Poker,	Physiological Charts,
Map of Iowa and Orthophonic Table,	
Pupils' Desks, Double or single,	
School Register.	

Let every teacher in our country and village schools bring the above to the attention of his or her school officers, and accompany it with a personal appeal for these needed school-room appliances.

ILLINOIS

EDITION

American Journal of Education.

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E. N. ANDREWS, Chicago..... } Editors.
J. B. MERWIN }

Gen. Francis A. Walker does not share in the anxiety which finds pretty free expression in scientific and literary quarters, touching the spread of socialistic ideas. In an article published in the *Forum* for May, he draws a clear line of distinction between the "socialists," the terrible fire-eaters who would wreck, pillage and destroy all civilization, and who are simply to be treated with the club or the strait-jacket, or on occasion with the rope, and the advocates of a form of government more or less socialistic, men who believe that a government is best employed in promoting, in every fair and feasible way, the good of the governed.



DR. RICHARD EDWARDS.

"You'll never meet a more sufficient man."
—Shak.

Our teachers should be in all cases a "worthier presence, for man knows nothing of his own possibilities until his powers are awakened by some worthier presence unto whose merits he would at once ascend. Then, under the burden of the world, Atlantean is his strength. Looking into kindred hearts—in kindred hearts—we first realize with awe and wonder our fathomlessness."

In the meeting of superintendents of schools in Washington, a partial report of which we printed in our last issue, Dr. Richard Edwards, State Superintendent of Illinois, said among other good things, that—

This educational work is a battle, and we need to know how it goes. Are the hosts making any progress?

Are the attainments of the teachers of the present year higher and more thorough than they were last year?

Are the people more willing to tax themselves than they were?

Is the moral tone of the schools improved?

Are the ideals in the minds of the school officers higher than they were last year?

Dr. Edwards said it is the duty of the State Superintendent to render especial assistance to the country schools. The

great cities are able to take care of themselves, but it is otherwise in the country. There thought is slower. High standards are less known.

Educational ideals are likely to be much lower. Here, therefore, is pre-eminently the field in which the state officer can make himself useful.

He ought, also, to do all that in him lies, to increase the number and improve the quality of *professionally trained teachers*.

The *real power* in the school is the teacher. A good teacher can neutralize a bad law. He is greater than all outward forces or adjustments. If the State superintendent, therefore, can do anything, even the least, to improve the quality of teaching and the character of teachers, he is working in the line of the greatest efficiency. Here is the greatest field, and let him not neglect it.

Finally, it is the business of the State superintendent to awaken and keep alive the enthusiasm of teachers and school officers. He should foster among them the desire to excel. He should inspire in them the highest possible ideals. Suppose there is the choice given us of a teacher well qualified in literary attainments, thoroughly cognizant of the subjects which he is called upon to teach, but not at all moved by this feeling of professional enthusiasm, undisturbed by the desire to excel; suppose the choice be between such teacher and another but moderately qualified in literature and sciences, yet filled with earnest zeal, animated by a strong desire to excel; would not a wise community choose the latter, rather than the former, as the instructor of its children?

The teacher who happens to be deficient in some element of knowledge, but who is animated by a right enthusiasm, will soon make up the defect.

In this there is no attempt to disparage thorough literary and scientific training. Superficiality is one of the great dangers of our time. Thoroughness is of all things to be most desired, and he who acquires his knowledge under the influence of a strong purpose, is likely to be the man of thoroughness.

WEBSTER'S WISDOM.

Webster used to tell with great zest an incident in his professional life, to illustrate how past studies may prove of great service in an emergency. While practising in New Hampshire, a blacksmith employed him to defend a contested will. The case was such a complicated one that he was obliged to order books from Boston at an expense of fifty dollars, in order to acquaint himself with and to settle the legal principles involved. He won the case, and, as the amount involved was small, charged fifteen dollars for his services, and was therefore largely out of pocket. Many years after, when passing through New York, he was consulted by Aaron Burr. "I have a very perplexing case," said Burr, "which I cannot untangle. I know I am right, but see no way of proving it in court." Webster listened, and found the principles identical with

his early case. He stated them in such a luminous way that Burr said excitedly, "Have you been consulted before, Mr. Webster?" "No, sir, I never heard of the case till you mentioned it." "How is it possible that you could unravel such a case at sight, when I have given many hours of anxious study to it in vain." Webster enjoyed his perplexity, but finally relieved him by a statement of the facts. A large sum was at stake, and Webster received a fee of one thousand dollars to balance his former loss. The moral of this incident is that whatever is worth doing is worth doing well. Webster, when a young lawyer, acted on this maxim; and this laid the foundation of his greatness.

IOWA.

Are the teachers and school officers making arrangements to extend the school terms, and to pay for competent supervision, and for competent teaching also? The demands of the times are such that we need more, instead of less education. If the people expect to cope with the corporation lawyers, and preserve and maintain their rights, it can only be done by more intelligence. In fact, intelligence pays always and everywhere, and *ignorance*, or the lack of intelligence costs all the time, and everywhere.

Take such a statement as the following, which we clip from the *Iowa Normal Monthly*, the "official journal of the State Department," and which we find virtually duplicated in a large number of our exchanges. This is *not* true economy. Supt. Culbertson, of Jefferson County, Iowa, writes as follows:

"Our country schools have nearly all come to a close. The spring elections have changed the status of all school boards, and a *curtailing of time and wages* for the next year seems to be about their first official acts. We fear the fathers are setting poor examples of economy. The education of the masses, is the best *sanding army*."

The statement of ex-Governor Crittenden will be found to be literally true that *parsimony* towards education is liberality towards crime. We repeat the question with which we started—are the teachers and school officers making arrangements to extend the school terms and to pay for competent supervision, and for competent teaching in all the States?

JUDGE NOAH DAVIS, of New York, an authority on the question says:

Go to the merchants of this city and ask them to trace back through a long life the line of their success and if you find one successful who has departed from the strict line of truth, honor or honesty in his youth you will find a most rare exception in the great successes of life.

CHILDREN, as many older people, live in fragments only—and so the life of to-day is weak because it is not reinforced by the knowledge and experience, and wisdom garnered in the days and years gone by. Only in this can we live strong, helpful, wholesome, inspiring lives.

AN HONORABLE RECORD.

On the 30th of January, 1817, the Legislature of the Territory of Missouri passed an act, entitled "An Act to incorporate the Board of Trustees for Superintending Schools in the Town of St. Louis." Under this act, the Board was organized on the 4th of April, 1817, with Gen. Clark, then Governor of the Territory, as President, and Thomas H. Benton, as Secretary. Thomas H. Benton continued to discharge the duties of Secretary for *ten years*, or until 1827.

Thus the schools of St. Louis were organized and continued, with a greater or less degree of efficiency until in 1847, when the record goes on to say—"the salary of teachers were reduced until good teachers could not be secured, and if obtained, could not be retained against the competition of better wages elsewhere"—a fact which the School Boards, not only in St. Louis, but in all other places should recognize and act upon at the present time.

The record states further, that "under these circumstances Mr. Tice introduced the following resolutions to the Directors which, after an animated discussion, were adopted.

"Resolved, That this Board will employ an agent to proceed to the Eastern cities to hire the requisite number of *professional teachers*, and that the president and secretary be authorized to carry this resolution into effect.

"Mr. Edward Wyman, Principal of



EDWARD WYMAN, LL. D.

the *best private school in the city* was appointed the agent, and faithfully discharged the duties imposed. In August he returned from the East, bringing with him *fifteen teachers*."

This was Mr. Wyman's introduction to that extended field of labor and effort to which he has grown, as the years advanced, to be so conspicuous a figure and so great a power.

He commenced teaching in Boston, but he found, as stated in the April number of the *Forum*, by Dr. Wm. T. Harris, "that in the older communities there is a pressure from above that irritates the young man of much aspiration"—but "on the frontier man becomes a builder of civilization."

St. Louis gave this young teacher her "hand" and made him the

"Agent of her heart"

to bring, and to build, into these new conditions, the most precious and permanent element of her great and advancing civilization. Mr. Wyman was soon after made President of the

School Board, and inaugurated the system of paying such liberal salaries to the teachers employed as to command and hold such talent as have made the schools of St. Louis, and the work they have accomplished, illustrious on both continents.

Dr. Wyman has not only held his place as an educator during all these years, but he has been a "man of affairs" as well as a teacher. He has made a conspicuous success of every educational enterprise with which he has ever been connected. He took the "City University of St. Louis," with an attendance of less than forty pupils at the breaking out of the war in 1861, and carried it in six years to an enrollment of over 500 pupils. As an organizer and manager he has no superior. His energy, geniality and good cheer is a perpetual inspiration to his pupils; and they regard him quite as much as a friend, father and companion as an instructor. He holds to this day the confidence and warm affection of all the thousands of pupils who have been so fortunate as to have been under his training.

Dr. Wyman seems by commutative energy through all these successive and successful years to have gained a moral and mental vigor, adequate to any task in connection with the progressive demands of Wyman Institute.

His mind is a many roomed workshop, but thoroughly disciplined. With him to live is to act—with him action means adding to this wonderful monument of civilization, ever rising higher, by these silent but sure accretions of intelligence and power.

Labor is life—thought is light! His pupils venerate and love him. He grows more noble and more valiant with years.

The loftiest and rarest quality of the mind is judgment, and this is Dr. Wyman's peculiar characteristic. It is above invention! It is beyond eloquence! It is more than logic! Hence, his pupils of old time in this city, assume and hold the highest and most responsible positions. It is this quality which gives him power to train and guide and mould character. This it is which gives the greatest value to an association with him at a formation period in the history of young men.

"He hath in this action outdone his former deeds doubly."

He was for years a Curator of the State University of Missouri, and this institution, in recognition of both his eminent services and his eminent abilities as an educator, conferred upon him the title of LL. D. He has been largely identified with the building up and extension of the city in all directions. His pupils are to-day found at the head of a large number of the most prosperous and strongest commercial houses of the city.

Dr. Wyman, in his busy life, has acquired a competence, but is still as active and vigorous in body and mind as at forty years of age. He owns his

"Cottage by the sea,"

to which he retires annually for two or three months, for the purpose of re-creation by fishing, surf and sea bathing, and converse with genial friends, at Martha's Vineyard.

With this large and successful experience—and with this garnered wisdom, he began years ago to cast about for the location of an Institute which should bear his name, and in which he could more fully realize his ideal for the training and education of boys and young men, to meet the large demands of modern times. After an exhaustive search he purchased the magnificent mansion and property at Upper Alton, Ill., known as *Bostwick Place*, which now includes the whole of *Kendall or Rural Park* adjoining, as laid out by Mr. John Kern, the landscape gardener, thus securing in a pre-eminent degree the desirable conditions of healthfulness, beauty, accessibility and quiet seclusion—a place sufficiently removed from the dangerous enticements of the city and yet within easy reach of the great metropolis of the Mississippi Valley. Upper Alton is only an hour's ride from St. Louis, on the Chicago and Alton Railroad.

To this "place" he has added adjoining estates, so that the premises of "Wyman Institute" now cover an area of over sixty acres.

Taking the extent and magnificence of the grounds the new buildings erected including a *Gymnasium*, *Equerry* and a *Playhouse*—all for the exclusive use of the school, the lake, the garden, the grove, the orchard and the meadow, with walks and drives between, all diversified by the finest of shade trees—stately old elms, oaks and maples, with groupings of well grown ever-greens and ornamental shrubs in abundance: it rivals in extent situation improvements and attractiveness any and all of the celebrated schools on "the Hudson" above New York.

Dr. Wyman limits the number of students to 50—and the advantages are such that frequently seats are engaged two or three terms ahead or as soon as a vacancy occurs. It is a choice Christian family institution of the highest character and the most thorough discipline and the best culture.

Such work,—such eminent success on the part of our educators demands and should receive the fullest recognition. It sweeps a circuit as wide as the Continent in its commanding influence and as enduring as time. While Dr. Wyman is still in his prime at 73 years of age looking back over this shining way and forward to long years of a yet more extended usefulness as the founder and Principal of Wyman Institute, he is in education the "Arnold" and his school the "Rugby" of America.

Do you get this out of Shakespeare? Victor Hugo said: "Shakespeare is fertility, force, exuberance, the swelling breast, the foaming cup, the brimming trough, sap in excess, lava in torrents, the universal rain of life, everything by thousands, everything by millions, no reticence, no ligature, no economy, the inordinate and tranquil prodigality of the Creator."

No life can be pure in its purpose and strong in its strife, and all life not be purer and stronger thereby; no star ever rose and set without influence somewhere.

DROP a line to the President of the John Hopkins University, Baltimore, Md., for a circular of the "System of Fellowships," which that Institute has inaugurated, and you will get some idea of the value, breadth and scope of its work.

TWENTY thousand dollars have been pledged toward the endowment of a professorship at Amherst College in memory of Henry Ward Beecher, who graduated there in 1834. It is proposed to raise \$60,000.

PEOPLE must understand that the reading of great books is a *faculty to be acquired*, not a natural gift, at least not to those who are spoiled by our current education and habits of life.

OUT OF SCHOOL.

There is a vast number of children in every State who are *out of school*—for various reasons among others may be mentioned short terms,—poverty of parents, disinclination to be made subject to the rules and restraints of the school—and these make and multiply the dangerous elements in all our large cities,—a great number are growing up in vice and ignorance—who *must* be cared for in some way.

Hon. Homer B. Sprague presents the following facts in regard to the condition of things in

CALIFORNIA.

Can Iowa or any other state afford to cut the school terms or the salaries of competent teachers? We think not.

Prof. Sprague says:

We have in San Francisco, according to the last Annual report of the Superintendent of Common Schools, pages 50 and 60, fifteen thousand eight hundred and fifty-eight children of school age who ought to have been in school but who did not attend for a single day during the last school year. Moreover taking the whole school year into account, the average daily attendance of the forty-three thousand one hundred and forty who were enrolled as pupils was only thirty-two thousand one hundred and forty-six.

Fifteen thousand eight hundred and forty-eight therefore did not attend any school, public or private, at all; and of those who did attend public schools, eleven thousand, on an average, were absent. If we take the whole State of California the statistics of absenteeism are even more striking.

According to the Annual Report, page 8, of the State Superintendent of Public Instruction, for the year ending June 30, 1886, the number of children of school age who attend no school, public or private, was fifty-six thousand nine hundred and fifty-seven, being considerably more than one-fifth of the whole number.

There must be an almost equal number who attend but a few days, just long enough to be registered, and are then withdrawn.

These statistics may well alarm those who know that the happiness and prosperity of a free people, and their political safety and the security of life and property, depend mainly upon the universal diffusion of intelligence and morality.

There can be no doubt that many

thousands of these children and youth who are now growing up in utter ignorance, and the vices which ignorance creates or aggravates, would be drawn into the schools if text-books and stationery and school supplies were provided for them and loaned to them without charge.

The spectacle of such public munificence and the wise appreciation by the public authorities of the importance of right education, would itself constitute a powerful and inspiring appeal to every parent to give his child the best possible opportunities for learning.

INTELLIGIBLE HISTORY.

To M. Taine a man is a fact, and no fact but has its cause, as well as its effects. In his writings is perfected and illustrated the historical method which alone makes history intelligible and memorable. To him it is useless to know that battles were fought if we cannot know why the men who went into them died and killed; what emotions, what feelings, what humanity or bestiality in the human animal are back of the dry record of the assault and rout; the number of killed, wounded and captives. So he resurrects the men. If to do it he must follow them into all the tombs in which they have hidden themselves; the tombs of tradition, of literature, of laws, of customs; he does not hesitate. He follows them there. As the geologist reconstructs the creatures of pre-Adamite ages from the traces in the rock, so he reconstructs the Adamite—though it is a work of immenser labor; though the Adamite leaves his traces only in the sand. He not only reconstructs, he revives and reanimates. The buried hosts come again into life; labor, fight, endure and suffer before him—it may be only through force of his own soul-power, breathed into them, and not as they were in life. Nevertheless if it is phantasm, if it is illusion, it is illusion and phantasm so like life that we do not think of questioning.

It is this historical idea that gives breadth to the essay on Napoleon. Long and searching labor; close compression of fact; unerring insight and the artistic power to reject all superfluity give it its depth.

GET ready to attend, and profit by the teachers' meetings and associations and Institutes to be held. Take pencil and paper and get and hold on to the good things said, so you can use them.

GLADSTONE says: To comprehend a man's life it is necessary to know not merely what he does, but also what he purposely leaves undone. There is a limit to the work that can be got out of a human body or a human brain, and he is a wise man who wastes no energy on pursuits for which he is not fitted; and he is still wiser who, from among the things he can do well, chooses and resolutely follows the best.

THE ancient custom of the Germans and Spartans in killing weak-bodied children was not so bad as the modern custom of propagating weak-minded ones.

LOUISIANA

EDITION

American Journal of Education.

\$1.00 per year in advance.

G. D. ALEXANDER, Minden, La. } Editors.
J. B. MERWIN

"He is in earnest—in most profound earnest."—*Shak.*

Let us take hold of whatever we do, with a will, ardor and enthusiasm, that communicates to all with whom we come in contact the flame of our own earnestness and determination.

"On our actions let us set the name of right, With holy breath!"—*Shak.*

Let us understand that those who have accomplished great things, who have stood in advance of the age, and dared to rebuke it, have lived from sanctions of eternal right, rather than on the low plane of political expediency.

BLESSED be the amending, helpful hand—that is good to take.

"A man cannot work without tools," and the tools of a statesman are active, intelligent men.

We are formed not to enjoy alone—but to produce, to be merely happy is to be a cipher in God's Universe.

"He shall appear to the envious a scholar and a statesman."—*Shak.*

It is said that there is no longer a niche in the American system of politics for the statue of an honest statesman? Is this true?

We become great not by putting impressions into the mind—but by drawing them out. They are all there.

CAPITAL WAYS TO DO IT.

"How to save time," says the *Atlantic* editor, in his delicious Contributors' Club, and he suggests a number of capital ways. If they would all boil down as judiciously as the *Atlantic* compels its writers, that would do. He suggests leaving out all but the catch-words—as if I should say, Fritz—barn—eggs—pies; which would mean Fritz, go to the barn, and gather for your mother eggs enough to make a batch of pumpkin pies. The idea is good. Let us imagine a political speech of this sort: "People—votes—plunder—rich—retire;" or a physiological lecture thus: "Pies—indigestion—pills—piles—cauterization;" or a sermon after this manner: "Potatoes—Widow Jones—die—heaven." I am inclined to think there is danger that our children will by and by be born unable to talk in any other manner.

INSTITUTIONS are for man, not man for institutions. But as institutions are the heritage of the community at large, they help him who conforms and crush all who oppose. Our Democratic institutions and Republican form of government, will thrive only while the virtue of the people keeps them pure. As eternal vigilance is the price of liberty let public schools be provided for the masses. We must educate or perish.

THE ocean is old, "centuries old," but it is none the less sublime, none the less useful. The Christian religion has been in the world for 1900 years, and its power of civilizing man increases with age. But the electric light is a work of modern times; neither do we despise it. The rays from a new star in the firmament would be as beautiful as the beams from the little twinklers who sang together at the morning of creation.

But let us not quarrel—let us not put to a contest the old against the new, for 'twould be to array father against son. Let us cling to the inheritance bequeathed us by the former ages: let us accept joyfully and use thankfully whatever riches may be brought us by the present day.

IT MUST BE MET.

There is no dodging this question of the results of ignorance—of the vice and crime which it creates and aggravates.

Property more and more must be taxed to pay for it all.

It is cheaper and wiser to educate the people, so that they can take care of themselves, than to arrest and take care of them as criminals or paupers.

AN EXPLANATION.

The publishers of our *Premium History of the United States* say the demand for this book is so great that it is impossible to send the History out on the same day the order and the remittance is received, and that delays of from six to ten days are unavoidable. Two weeks' grace should always be given before complaint is made; but when three weeks pass without receiving it notice of the fact should be immediately sent, that the book may be promptly traced and recovered. All orders received up to April 10th have been shipped, and complaint should not be made unless the order was received before that date. We are pleased to know that this premium is so well appreciated.

Fifty-two copies of the New York Weekly World, a "History of the United States" and the AMERICAN JOURNAL OF EDUCATION, all sent post-paid for \$1.50. This ought to win, and it does win.

"WHY are teachers so servile?" The reason is obvious. They are not quite good enough to be translated, and they shrink from the perils of poverty. They have no voice in shaping the work they are required to do. They have some rights which ought to be respected.

SCHOOL officers control the schools, but the public holds teachers' responsible. Those who direct education should have a profound knowledge of its needs and the best means of their attainment. When this is wanting, there is a woeful breach.

THE Bible is the charter of human rights. Jefferson lived after Jesus and St. Paul, who taught the world the worth and brotherhood of men, and that man's possessions are held in trust for the welfare of the race. Brotherhood and stewardship were not known before Christ.

Success in life depends very much upon a complete giving of one's self to a single aim or passion. Genius can never hope to grasp more than a single star. With one defined object, man can accomplish almost anything, and "you have only to get the trade wind and you will sail secure over the Pactean sands."

The limits of human knowledge, as far as we can judge, are characterized by a singular indefiniteness, and indefiniteness has always seemed to us to bear quite a close resemblance to infinity, in one respect at least. Neither has distinct bounds, the latter having none whatever, the former plainly discernible.

"PRACTICAL SUGGESTIONS."

The school terms—in the country schools are so short—only twenty days per month, for three or four months, only sixty to eighty days, of but six hours a day.

The school terms, you see, are so short that parents of the children, school officers, teachers, and all patrons of our schools, realize the fact, that for the time pupils are in the school, the best facilities should be afforded to enable the children to study to the best advantage and to get the most possible in the least time. In order to do this, it is a fact, that properly constructed desks and seats are an absolute necessity in every school house.

Provision should be made for the seats and desks in building a school house, as much as for the floor or roof of the building, and at the same time these are contracted for.

We call attention to this matter thus early and specifically, because we have found after an experience in furnishing school houses, extending over more than twenty-five years at this point, that great trouble and annoyance to the schools has been caused by the delay on the part of the school officers in ordering desks and seats early enough to get them and put them in place in time to be ready for use. From sixty to ninety days notice should be given to get out the order, and get it to its destination, to insure the desks and seats being on hand and set up in the school house when you need them. Especially in these days of strikes on the railroad and in the foundries and factories.

It takes from \$75,000 to \$100,000 to keep up and on hand a full stock of all the varieties, sizes, and styles of school desks we manufacture, and there is no profit in the business to warrant such a large outlay of money to be locked up in stock.

The facts are that school officers whose sworn duty it is to provide desks and seats, maps, globes, blackboards, and other necessary apparatus, delay ordering their necessary supplies until within two or three weeks of the time when the schools are to open. Then the rush of freight is so great that goods have been refused or laid in the depot a week or more before starting to their destination; the teacher hired; the pupils present; but nothing could be done, as there were no desks and seats, and the school became demoralized for weeks, because the school officers failed to do their duty and order the seats and desks in time to have them on hand and in place when wanted.

We repeat, orders should be given at least ninety days before the desks will be wanted, and we write this, to aid at least this year, in avoiding the trouble and disappointment those who neglect to order in time, will experience. This delay and trouble can all be avoided by ordering the desks when the foundation of the building is being laid. All desks and seats should be ordered then.

If this is done they will be on hand and in place, so that none of the short time the schools are in session will be lost in waiting for desks. A very important consideration, as you see.

Now comes the question as to which is the best desk to buy. We prefer to quote what those say, who have used our desks for years, and so thoroughly tested their merits. As more than 500,000 of the "Improved Gothic" desks have been sold in the last twenty years we have been in the School Furniture Business in St. Louis, and as many more of the "Combination" Desk and Seat, we have of course a very large number of the best kind of endorsements of these desks from nearly every State in the Union.

We present the following from Wm. T. Harris, late Superintendent St. Louis Public Schools, as a sample—which is good enough:

GENTLEMEN: It gives me pleasure to state that the desks and seats which you have put into the school rooms of this city, after a thorough trial, give entire satisfaction. "The Improved Gothic Desk and Seat," with which you fur-



nished the High Schools, are not only substantial and beautiful, but by their peculiar construction secure perfect ease and comfort to the pupil, at the same time they encourage that upright position so necessary to the health and proper physical development of the young. These considerations commend THIS DESK to all who contemplate seating school houses. Respectfully yours,

WM. T. HARRIS,
Late Superintendent Public Schools, St. Louis, Mo.

Five sizes of these Patent Gothic Curved Folding Seats and Desks are made, to accommodate pupils of all ages and sizes. We give the numbers of each so that school officers may know just what size to order:

No. 1, for pupils from 15 to 20 years of age.

No. 2, for pupils from 12 to 16 years of age.

No. 3, First Intermediate, for pupils from 10 to 13 years of age.

No. 4, Second Intermediate, for pupils from 8 to 11 years of age.

Primary, for pupils from 5 to 9 years of age.

Rear Seats and Front Seats are made for each size, and for all sizes of pupils.

Desks made single to seat one pupil, or double to seat two pupils.

CO-EDUCATION.

We believe in this as altogether the best way and plan:

President Warren, of the Boston University, has been a leader—a practical leader on account of his position—in the co-education of the sexes. He believes that sex isolation cannot be maintained in the present age as it is not in harmony with modern ideas. "If the aim be," he says, "to narrow a human being to one small function, isolation will be found helpful. If the aim be the semi-development of a human being, semi-isolation is by all means desirable. On the other hand, all semi-developments demand harmonious influences from every side. Masculine influence alone, feminine influence alone, can never produce the broadest and completest humanistic culture. Only in the fully human society of men and women can a normal development of character go forward. Where mental and moral improvement is the earnest common purpose, the refining and ennobling influence of each sex upon the other in association can hardly be

overestimated. It is an elevating and moulding force whose potency and value have but just begun to be recognized in the higher education."

Charlotte Cushman said: "To me it seems as if when God conceived the world, that was poetry; he formed it, and that was sculpture; he varied and colored it, and that was painting; and then, crowning all, he peopled it with living beings, and that was the grand, divine, eternal drama."

WE love that species of literature which discovers man to man—we love to see how a creature like ourselves combats with suffering—perchance sinks under it—better yet—triumphs over it, and is made stronger by it rising superior to it—and growing noble, and whole, and pure in spirit and life, through this strength and grace.

DECREASE of \$12,808,467.71 in the public debt for March.

TWENTY-FIVE Chicago "hoodlers" indicted and held in heavy bonds.

We manufacture a lower priced desk called the "Combination" Desk and Seat. We only make the "Combination" Desks and Seats double for two pupils, no single desks of this style are made.

How Many Desks
and Seats do you
Need?



How Many Back
Seats to Start the
Row With?

Desk and Seat. Back Seat to start the row with.

About forty thousand pupils now use this desk and seat in the St. Louis Schools, because it is so economical and so durable, and it can be sold for less money than any other seat made, and of course it enables school officers to economize in expenditure, and invest some money in Maps, Globes, Charts, and Blackboards.

When the school house is properly seated, a teacher furnished with these "tools to work with," can do ten times more work with them, than without them. Hence in St. Louis where the schools cost about One Million Dollars per year, they economize by using in most of schools the "Combination" Desks and Seats.

Five sizes of the "Combination" Desk and Seat are made to suit children of all ages.

Size No. 1, double, seating two persons from 15 to 20 years of age.

Size No. 2, double, seating two persons from 12 to 16 years of age.

Size No. 3, double, First Intermediate School, seating two persons from 10 to 12 years of age.

Size No. 4, double, Second Intermediate School, seating two persons from 8 to 11 years of age.

Size No. 5, double, Primary School, seating two persons from 5 to 9 years of age.

Rear seats to correspond with any size desk.

These desks are the plainest and cheapest in price of any manufactured. They range in height from 11 to 16 inches. The stanchions or end pieces are iron, with wide continuous flanges. They are better proportioned and braced, neater and more graceful in design than any other combination seat made. Teachers and School Officers can easily calculate the sizes of desks needed by the average number of pupils between 5 and 20 years of age.

IS IT ECONOMICAL?

This question is eminently proper. The Home-Made Desks are clumsy and ill-shaped at best; they cost nearly as much as these improved school desks to start with. They soon become loose and rickety, and then they must be replaced by others, and when this is done, you have paid more for your Desks and Seats than the improved styles would have cost, and still you have a poor desk. So the question answers itself. It is Economy to buy good desks to start with—these will last as long as the school house stands.

In conclusion—if you want your desks and seats on hand and in place in the school room when your school opens, so as to save time and avoid delay, order your desks and seats when you lay the foundation of your school building.

The desks and seats ordered need not be delivered until your house is ready, but in order to be sure of them, and to have them in place in the school room, order them when you begin to lay the foundation of your school house. For further information as to prices of School Desks and Seats, Teachers' Desks and Chairs, Maps, Globes, Blackboards, &c., address

THE J. B. MERWIN SCHOOL SUPPLY CO.
1104 Pine Street, ST. LOUIS, MO.

ELY'S CATARRH CREAM BALM

Cleanses the Head.

Allays Inflammation.

Heals the

Sores. Restores the

Senses of Taste,

Smell Hearing. A

quick Relief. A

Positive Cure.

A particle is applied in each nostril and is agreeable. Price 50 cents at Druggists; by mail, registered, 60 cents. Circulars free.

ELY BROS., Druggists, Owego, N. Y.

5 Packages "Perfumed Face Powder" (pink white and cream colors) FREE to each lady sending a silver dime to help pay for this ad. etc. GEO. MALLORY, Beardstown, Ill. 20-3-3t Mention this Journal.

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MADAME FOY'S
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Price by mail \$1.30.
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20-3

Mention this Journal.

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IF YOU WANT—

A SCHOOL HOUSE;

If you want MAPS AND GLOBES;

If you want CHARTS AND BLACKBOARDS,

Every School Needs Them.

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CIVIL SERVICE EXAMINATION.

Commissioners Anderson, Klemm and Harlow have examined 140 applicants for positions in the letter-carrier, stamping and distributing departments of the post-office. The successful candidates have to await vacancies in the departments named, the clerical force in the others being drawn from the eligible list that passed the examination last fall. The result will be announced in three or four weeks.

NOT much, but well, is a good maxim. Art is long while time is short, yet he who knows how to use books properly, has a perpetual scholarship in the world's university, the library.

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WHAT does our State and country most need? Educated brain and trained muscle. We have a splendid country but it needs the touch of the skilled labor to bring out its resources and capabilities.

THE success of the school system depends upon the efficiency of the teachers. Teacher's institutes, normal schools and every other means calculated to improve and strengthen the teacher should be brought into requisition.

THIS new century will develop that no parent will be permitted to deny his child the privileges of a good education.

WANTED—A good course of study. Reading, writing and arithmetic must be its staple, but drawing, geography, history and grammar must have due prominence. For youth, higher branches are essential.

WE mortals, men and women, devour many a disappointment between breakfast and dinner time; keep back the tears and look a little pale about the lips, and in answer to inquiries, say, "Oh, nothing!" Pride helps us; and pride is not a bad thing when it only urges us to hide our own hurts—not to hurt others.—*Middle-march.*

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THE Lord is in all lives. And there are always the twelve legions of angels. We are in such a hurry we think that out of our reach is out of all reach.

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VIOLENCE is always and everywhere unavailing, and worthless against ideas and principles.

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SOME ODD DEFINITIONS.

A Siamese teacher, in trying to master English, wrote a list of definitions, from which we select, for the entertainment of our readers, the following: Wig, hypocrite hair. Flattery, a good kind of curse word. Whisky, sin water. Cold, a very good thing. Blow, a wind verb. Kick, a foot verb. Bow, a salute verb. Hop, a frog verb. Liar, a bad adjective of boy. Modesty, a good adjective of girl. Vine, a sitting tree. Cunning, a good word of philosophy man. Daughter, a girl son. Bullet, a son of a gun. Sponge, water foam. Angel, God's boy. Large, an adjective of preacher. Preach, a missionary verb. Comfort, word of mother to crying child. Adulterate, a bad adjective of lying man. Admonition, word of Bible.

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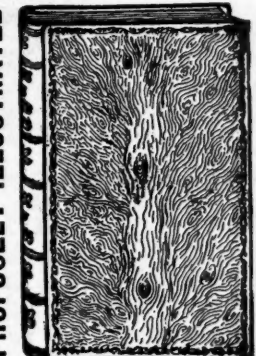
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